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ABSTRACT

This module on assessing the needs of disadvantaged students is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) identification of the disadvantaged student; (2) implementing the program for the disadvantaged; (3) use of federal and state funds; and (4) program review and evaluation. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

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Common Core Curriculum
for Vocational Education

C-5

ASSESSING THE NEEDS OF THE DISADVANTAGED STUDENT

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Category C:

VOCATIONAL STUDENTS

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ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in California. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

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COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

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ASSESSING THE NEEDS OF THE DISADVANTAGED STUDENT

Module Objective

Upon satisfactory completion of this module, the student preparing to become a teacher of vocational education subjects will be able to:

(1) Identify those students in any given high school that may be classified as disadvantaged.

(2) Organize, implement, and evaluate a program to meet their needs.

Module Overview

According to the California Five-Year State Plan for Vocational Education:

> "A disadvantaged person is a person with: (1) an academic or economic handicap whose educational neglect may be the result of poverty, delinquency, incarceration, race, sex discrimination, or isolation produced by linguistic, cultural, or age bias, and (2) who requires special services, assistance, or programs to enable him or her to enter into, progress within, or successfully complete a vocational education program.
>
> Academic disadvantage for purposes of this definition means that a person (1) lacks mathematical skills, (2) lacks reading and writing skills, or (3) performs below grade level, as documented by scoring in the first quartile of a standardized achievement or competency test approved by the State Department of Education and normed for the appropriate grade or age level.
>
> Economic disadvantage for purposes of this definition means (1) that the student's family income is at or below the national poverty level, (2) that the student's parents or guardians are unemployed other than by their own choice or the recipient of public assistance, or (3) that the student is institutionalized or under county or state guardianship."

The lessons in this module will also help the person preparing to become a vocational teacher gain the necessary understandings about sources of funds available at the local, state, and federal level to provide improved instructional programs for the disadvantaged.

This module has been divided into four lessons:

(1) Identification of the Disadvantaged Student

(2) Implementing the Program for Disadvantaged

(3) Use of Federal and State Funds

(4) Program Review and Evaluation

Resource Materials for Completing the Activities in this Module

Matters, Charles H. "Servicing the Handicapped and Disadvantaged in Special Programs." American Vocational Journal. February, 1974.

McDonough, Frances S. Implications for Curriculum of Vocational Education for Disadvantaged Youth. Directors on Occupational Analysis. December 6, 1968-March 31, 1970. Department of Vocational Education, Colorado State University, Fort Collins, Colorado.

Phipps, Lloyd J., Hollie Thomas, and David Williams. Development of Human Resources Through a Vocationally Oriented Education Program for Disadvantaged Families in Depressed Rural Areas. Final Report USOE Project No. 5-0125, Vocational and Technical Education Department, University of Illinois, Urbana, Illinois, 1970.

Phipps, Lloyd J. Handbook on Agricultural Education in Public Schools. Danville, Illinois: Interstate Printers and Publishers. (3rd ed.), 1972.

Sayette, Robert, and George A. Wistreich. "A Master Plan to Break the Barriers for Disadvantaged Youth." American Vocational Journal. September, 1972.

Schmitt, Henry E. and Ralph J. Woodin. "Strategies for Preparing Teachers to Reach and Teach the Disadvantaged." American Vocational Journal. November, 1970.

State of California. The California Five-Year State Plan for Vocational Education: A Planning Process. Sacramento: State Department of Education. 1977.

Towne, Douglas C. and Sidney Wallace. Vocational Instructional Materials for Students With Special Needs. Northwest Regional Laboratory, 700 Lindsay Building, 710 S. W. Second Avenue, Portland, Oregon 97204. August, 1972.

ASSESSING THE NEEDS OF THE DISADVANTAGED STUDENT

Lesson One: Identification of the Disadvantaged Student

Objective

Upon the satisfactory completion of the activities in this lesson, the student preparing to become a vocational teacher of vocational education will be able to identify disadvantaged students.

Overview

Identifying persons with special needs is not always easy. Although some persons with dire special needs are quite noticeable, others are relatively invisible.

For the purpose of vocational education, the State Plan sets some guidelines for identifying these students. This lesson suggests working with local school administrators and counselors as a means of gaining some understanding of the problem.

Suggested Activities

(1) Visit the administrative office of a local school district and identify all of the procedures used in identifying the disadvantaged in vocational programs.

(2) Visit a director in a continuation school to determine (a) what percent of the enrollment is classified as disadvantaged, and (b) list the percentage classified as disadvantaged that has been placed in the school due to inability to read, spell, write, and perform mathematics properly.

(3) Interview a school administrator to find out the state requirement regarding the identification of disadvantaged students, problems in meeting state/federal regulations and possible solutions to the problem.

(4) Interview the business manager or vocational director of a local school district to find out how funds for the disadvantaged are being utilized.

(5) Discuss with school counselors the methods used to identify disadvantaged youth and what use is made of this knowledge.

Suggested Resources

Phipps, Lloyd J., Hollie Thomas, and David Williams. Development of Human Resources through a Vocationally Oriented Program for Disadvantaged Families in Depressed Rural Areas. Final Report USOE Project No. 5-0125, Vocational and Technical Education Department, University of Illinois, Urbana, 1970.

State of California. The California Five-Year State Plan for Vocational Education: A Planning Process. Sacramento: State Department of Education. 1977.

Towne, Douglas C. and Sidney Wallace. Vocational Instructional Materials for Students With Special Needs. Northwest Regional Laboratory, 700 Lindsay Building, 710 S. W. Second Avenue, Portland, Oregon 97204. August, 1972.

U. S. Department of Health, Education, and Welfare Office of Education. Organization and Operation of a Local Program of Vocational Education, 1968.

Upon successful completion of assigned activities, proceed to Lesson 2.

ASSESSING THE NEEDS OF THE DISADVANTAGED STUDENT

Lesson Two: Implementing the Program for Disadvantaged

Objective

Upon the satisfactory completion of this lesson, the student preparing to become a vocational teacher will be able to develop and implement a program for the disadvantaged.

Overview

The disadvantaged youth, just as any student, is likely to progress in direct relation to the kind of quality of instruction received.

Successful teachers use their intelligence and innovative ability to relate the required course content to the needs of the student and the specific occupation for which he or she is being trained.

In curriculum adaptation, it is important to tailor the content to the needs of the students, and allow each one to progress from his own level and at his own rate through both group and individualized instruction. If certain individuals are incapable of reaching the total program goals, the vocational teacher should provide concentrated instruction so that these individuals can reach an exit or spin-off point in the training where they achieve employability in some aspect of a vocational area.

Educational programs must have relevance for the individual, for the occupation, and for business and industry. Flexibility in curriculum development, in instruction, and in approach to the disadvantaged is the "name of the game." For success with the disadvantaged, the curriculum must be person-oriented as well as job-oriented. Successful training of the disadvantaged is dependent upon the use of relevant, individualized, and innovative approaches and concepts. There must be an acceptance of this individual for who he/she is, recognition of what he/she has to offer, and acceptance of the educational level at which he/she enters the program. The instructor builds on these facets to develop an employable individual and a useful citizen.

Suggested Activities

(1) Read and summarize three articles dealing with programs for the vocationally disadvantaged student.

(2) Explain what is meant by "the changing role of vocational education."

(3) Develop a topical outline for a one-semester course of study in the vocational area of your choice for a group of junior or senior students classified as disadvantaged. Indicate in what ways your course outline specifically meets the needs of the disadvantaged.

(4) Visit a regional office and review at least three district plans to determine ways in which the plan meets the needs of disadvantaged students in your vocational area.

(5) Tape record an interview with a teacher who has conducted a successful program for the disadvantaged student. Analyze the tape and list the critical points in the program's success.

Suggested Resources

Phipps, Lloyd J., Hollie Thomas, and David Williams. Development of Human Resources Through a Vocationally Oriented Education Program for Disadvantaged Families in Depressed Rural Areas. Final Report USOE Project No. 5-0125, Vocational and Technical Education Department, University of Illinois, Urbana, Illinois, 1970.

Phipps, Lloyd J. Handbook on Agricultural Education in Public Schools. Danville, Illinois: Interstate Printers and Publishers. (3rd ed.), 1972.

Sayette, Robert, and George A. Wistreich. "A Master Plan to Break the Barriers for Disadvantaged Youth." American Vocational Journal. September, 1972.

Schmitt, Henry E. and Ralph J. Woodin. "Strategies for Preparing Teachers to Reach and Teach the Disadvantaged." American Vocational Journal. November, 1970.

Upon successful completion of assigned activities, proceed to Lesson 3.

ASSESSING THE NEEDS OF THE DISADVANTAGED STUDENT

Lesson Three: Use of Federal and State Funds

Objective

Upon satisfactory completion of the activities in this lesson, the student preparing to become a vocational teacher will be able to (1) identify the special sources of funds that are available for the disadvantaged and (2) explain the financial policies regarding the allocation of state and federal funds for the disadvantaged.

Overview

Federal funds for programs for the disadvantaged are identified specifically as to the percent to be allocated to each state. The California Five-Year Plan for Vocational Education identifies the policy and procedures for distributing these funds to local school districts.

Suggested Activities

(1) Explain the provisions for the disadvantaged student in the Vocational Education Act of 1976.

(2) In addition to efforts by the local educational agency to identify, recruit, and enroll the disadvantaged persons, as defined, emphasis shall also be given to the development of programs and services especially designed to overcome such conditions as are prescribed for treatment. Identify ten services that constitute logical expenditures of funds for the disadvantaged according to The California Five-Year State Plan for Vocational Education.

Suggested Resources

State of California. The California Five-Year Plan for Vocational Education: A Planning Process. Sacramento: State Department of Education, 1977.

Upon successful completion of assigned activities, proceed to Lesson 4.

ASSESSING THE NEEDS OF THE DISADVANTAGED STUDENT

Lesson Four: Program Review and Evaluation

Objective

Upon satisfactory completion of this lesson, the student will be able to indicate in writing the procedures for the review and evaluation of the program for the disadvantaged.

Overview

The general public should be kept informed of the achievements and progress of programs for the disadvantaged. Evaluation of the program should involve the cooperation of all participants--staff, students, parents, employees, guidance personnel, and related public agencies. The State Department of Vocational Education maintains a staff which reviews all vocational programs conducted by local educational agencies. The criteria used in reviewing a district vocational education system have been developed and updated. Vocational teachers working with the disadvantaged should become familiar with these criteria.

Suggested Activities

(1) Several methods and instruments can be used either for self-evaluation or external evaluations. List five methods that are considered useful in developing an evaluation instrument.

(2) Visit the regional supervisor's office for one of the vocational areas of your choice and conduct a 30-minute interview on the evaluation techniques used by that office when reviewing or evaluating vocational education programs for the disadvantaged. Optional: Tape interviews; play it for class and discuss.

(3) Obtain a copy of a written evaluation of a program for the disadvantaged conducted by a state review team. Note how factual reports are written and filed. Determine the percentage of implementation or recommendations for program revision originating from the site verification team.

Suggested Resources

Vocational Education Section, California State Department of Vocational Education. Guide for Reviewing a District Vocational Education System. Part E. Educational Accountability and Part E-2 - Performance Review - Educational Accountability Functions. (recent edition)

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for direction and measurement criteria.

ASSESSING THE NEEDS OF THE DISADVANTAGED STUDENT

MODULE PRE/POSTTEST

Student_____

Instructor_____

Date_____

Student: This pre/posttest is designed to assess your knowledge of how to assess the needs of the disadvantaged student. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. What percent of the vocational funds allocated to California must be made available to school districts for use in working with the disadvantaged according to the 1976 Amendments?

2. Identify five methods of recruitment of disadvantaged persons.

   a.

   b.

   c.

   d.

   e.

3. What is the major criterion for allocation of funds for use for the disadvantaged?

4. To whom are applications for funds for the disadvantaged program submitted and what should be included in the proposal?

Return this test to your instructor.

ASSESSING THE NEEDS OF THE DISADVANTAGED STUDENT

ANSWER KEY

MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (L1) **Percentage requirements.** Federal funds made available to California under Section 102 (a) of the Act will conform to the following minimum usage:

   a. Vocational education for disadvantaged persons: at least 15 percent of the total allotment for any fiscal year or 25 percent of the allotment for any fiscal year or 25 percent of the allotment which is in excess of the base allotment, whichever is greater.

   b. Post secondary vocational education: at least 15 percent of the total allotment for any fiscal year or 25 percent of the allotment which is in excess of the base allotment, whichever is greater.

2. (L1,2) Five methods of recruitment are:

   a. Search and analysis of school records.

   b. Inventory of population statistics filed with community agencies.

   c. Advertisement of vocational education offerings with community information systems.

   d. Coordination with community action groups.

   e. Demonstration of innovative recruitment activities.

3. (L3) Areas having high concentration of youth unemployment or school dropouts.

4. (L4) The application will be submitted to the state board staff. Included in the application will be descriptions of the nature, purpose, and plan of the project along with justification of the project.

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education